

DAKOTA WESLEYAN UNIVERSITY

*Formal Lesson Plan Template*

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| Name Christen Hildebrandt | Course  EDU 411 | Date 01-18-12 | Comments |
| Subject US History | | Grade Level 8th |
| Three Sentence Lesson Summary: This lesson will focus on the origins of the Great Depression and solutions tried to correct this depression. The student will also encounter primaries sources, which they will integrate into their iMovie trailer. This lesson will help student to understand the causes of the Great Depression and what it was like to live in it. | | |
| *[Standards](#Alignment_with_South_Dakota_Standards)*  INTASC Standards 1: *Content Knowledge; 7:* *Instructional Planning* | | |  |
| 9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present.  RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (To help write the words in the Trailer) | | |
| [*Objectives*](#Lesson_Objectives)  INTASC Standards 1: *Content Knowledge*; 7: *Instructional Planning* | | |  |
| Cognitive: Students will evaluate primary source images and place them in an order that helps tell a story about the Great Depression. Students will demonstrate this goal through the creation of an iMovie trailer.  Affective: Students will be able to understand and create emotion with their trailers as to the gravity of the event through proper music and written words in their iMovie trailer  Psychomotor: Student can operate a minimum of two applications on their IPads such as the internet and iMovie to created their movie trailers about the Great Depression. | | |
| [*Assessment*](#Assessment) *of Objective(s)*  INTASC Standards 7: *Instructional Planning* ; 8 *Assessment* | | |  |
| Pre Assessment: I will ask the student a before the bell writing question. The question will be:  Based on what you know what do you imagine living in the Great Depression would be like?  Formative: The iMovie trailer student will create on the Great depression.  Summative: | | |
| [*Anticipatory*](#Anticipatory) 10 mins  INTASC S Standards 5*: Learning Environment*; 7: *Instructional Planning* | | |  |
| I will use polleverwhere.com to ask students to answer the following question on their Ipads:  Based on what you know what do you imagine living in the Great Depression would be like?  This question will also help me to review with the class what they learned last time with Mr. Larson. | | |
| [*Vocabulary*](#Vocabulary_Instruction)  INTASC Standards 1: *Content Knowledge*; 5*: Learning Environment*; 7: *Instructional Planning;* | | |  |
| Words:  Stock Market, Black Tuesday Great Depression, Bonus Army, Farmers, Brian Trust, New Deal, Bank Holiday, Fireside Chats, Alphabet Soup Agencies, Court Packing Plan, Dust Bowl, and the Social Security Act.  Strategy: The students will have a sheet to write down the terms as we discuss them in class. | | |

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| [*Direct Instruction*](#Direct_Instruction) and description of plan for preparing learners. 20 mins  INTASCStandards 1: *Content Knowledge*; 2 *Student Development;* 5*: Learning Environment;* 7: *Instructional Planning* |  |
| An interactive lecture on the Great Depression.  The students will also receive instruction on how to use the app iMovie. |  |
| [*Indirect Instruction*](#Indirect_Instruction) 40 mins  INTASC Standards 1 *Content Knowledge;* 2 *Student Development*  5 *Learning Environment*  *In addition to the description of the indirect instruction, explain the plan for early finishers and for the students who will possibly struggle with this application.* |  |
| Students will create an iMovie by selecting 20 pictures minimum about the Great Depression to place into their trailer. Student will also have to change the trailers text to create a story for their trailer.  Breakdown  10 Minutes will be spent finding pictures.  10 Minutes will be spent on placing pictures  15 Minutes will be spent writing the text of the video  5 Minutes of Flexible Time  Early finishers  If students get done earlier they will need to finish vocabulary terms or read the chapter for the next class period.  Struggling Students  If students are struggling they will be able to take the iMovie home and finish it. However this is an extra credit assignment to gain experience with iMovie for use of these skills in a bigger project.  Picture Resources:  About.com- Great Depression  <http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm>  Dust Bowl  <http://evresourcesite.wikispaces.com/Dust+Bowl>  WikiCommons  <http://commons.wikimedia.org/wiki/Category:Dust_Bowl>  South Dakota Pictures  <http://memory.loc.gov/ammem/fsahtml/fsaPlaces40.html>  <http://memory.loc.gov/ammem/fsahtml/fahome.html> |  |
| [Closing](#Closure) 10 mins  INTASC Standards 1 *Content Knowledge;* 7 *Instructional Planning;* *5 Learning Environment* |  |
| I will close the class by having each of them answer the following question before they can leave:  What is the most important point you remember from todays lesson? |  |
| [*Questioning*](#Questioning)  INTASC Standards 2 *Student Development;* 7 *Instructional Planning* |  |
| Throughout the lesson  Lower Level   1. Can you identify for me from you reading key factors that led to the Great Depression? 2. Can you identify on the graph where the Stock Market Crash begins to occur?   Second Level   1. Predict how the United States will finally will emerge from the Great Depression? 2. What do you observations can you make from the graph of the stock market?   Third Level  5. What evidence can you cite to show that the New Deal was effective or ineffective?  6. Can you hypothesize why FDR was elected president of the United States over Herbert Hoover being reelected?  Fourth Level   1. Evaluate how FDR was able to gain support for his plans. What forms of technology did he use?   8. Analyze the picture with the man trying to sell his car. What feels does this picture bring up in you? What feel do you think the photographer wants you to feel? |  |
| [*Technology*](#Technology)  INTASC Standards 1 *Content Knowledge;* 6 *Technology and Communication;* 7 *Instructional Planning* |  |
| * Computer * Projector * Speakers * Ipads for students to look at letters and compose their own imovie. |  |
| *[References](#References)*  INTASC Standards 9 *Reflection and Professional Development* |  |
| About.com- Great Depression  <http://history1900s.about.com/od/photographs/tp/greatdepressionpictures.htm>  Dust Bowl  <http://evresourcesite.wikispaces.com/Dust+Bowl>  WikiCommons  <http://commons.wikimedia.org/wiki/Category:Dust_Bowl>  South Dakota Pictures  <http://memory.loc.gov/ammem/fsahtml/fsaPlaces40.html>  <http://memory.loc.gov/ammem/fsahtml/fahome.html> |  |

**Lesson Presentation Reflection**

**Within a day of your lesson presentation, write a reflection of your lesson and send to your university supervisor by email attachment. Find the reflection form below:**

Lesson Presentation Reflection Form

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| Name | Date | Evaluator | Subject |

In order to become a highly effective teacher, you must self-evaluate your teaching performance. The process of reflecting and evaluating will provide you insights that will help you celebrate your successes and polish skills that will improve practice. “There is a great deal of research about the effectiveness of reflective practice. Self-assessment, professional conversation and reflection on practice contribute to professional learning.” (Danielson, 2011, Education Week)

*Suggestions: You might think about what went right and what would you change if you were to teach this lesson again. Were you nervous? What did you learn from this experience? How did your students respond to your instruction? Were there specific parts you want to reflect upon? After presenting this lesson, I really felt good about… In the future I will*